

guide to the seasons



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POLARRAM

the seasons

In this series of four books (Winter, Spring, Summer, and Fall), the seasons are used to portray the life and customs of the Cree people from the James Bay area. The stories take place in pre-European times when the traditional culture of the Native people was still intact.

The stories were written to supplement the Ministry of Education guidelines for curriculum in the primary and junior division of schools attended by Native children; to assist in the development of curriculum based on the experience of these children and to help strengthen the child's self-image.

The activity section will help you choose interesting, child-centred experiences for your students and act as a springboard to spark cross-cultural learning.

wabun

The song titled, The Animals Tale, (side A, cut three) sets the tone for the stories. It goes like this:

The animals tell of the story,
A story that is so old,
About a boy who lived a life,
In a land so quiet and old.

This is the story of Wabun,
The wolf and the caribou say
That life for him was always full,
Of work and laughter and play.

The wigwam so warm and dry,
To them a home so warm,
The fire it glows at night,
And does them no harm.

This is the life of Wabun,
Let the fish and the blackflies speak,
About the life in this land of plenty,
Where the sons of Manitou seek.

Yes, where the sons of Manitou seek
The otter, the beaver, the rabbit and moose,
Pickerel, and partridge and often the goose.

In this song and in the stories Wabun is a young boy learning from his parents. Wabun was named after the sunrise. He had an older brother who was a young hunter. His name was Seegwan or springtime in English. Then there was his sister, Waska, or cloud. She was the youngest.

Wabun and his family travelled around as each season passed. They lived in small camps and villages made of wigwams and tipis. Wabun's uncle, aunt and their baby went along with them. Wabun's grandmother was there also.

Wabun had one very special friend. He saw him only in the spring and summer, because in the fall and winter their parents hunted and trapped in different places. His special friend was called Mike-en.

The travels of Wabun and his family and friends were along the waters of two rivers. These rivers are now called the Attawapiskat River and the Ekwan River. It is a land of beautiful lakes, rivers, streams and forests, filled with animals.

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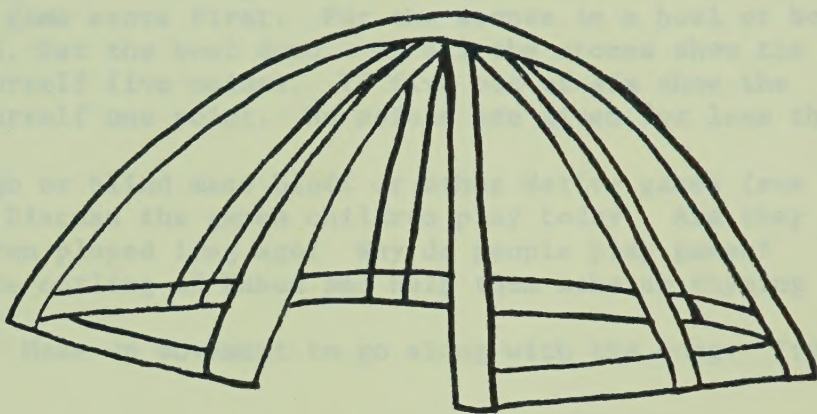
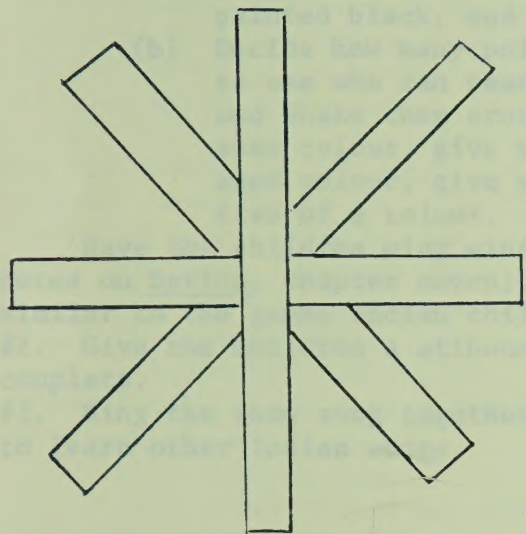
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SUGGESTIONS FOR THE TEACHER

chapter one - The Wigwam

- #1. Wabun's family lived in a dwelling called a wigwam. Discuss other types of dwellings (the tipi of the Plains Indian, the long house of the Iroquois).
- #2. Draw pictures of a wigwam, tipi and long house.
- #3. Discuss why Wabun's family would have a wigwam for a home while other people had long houses and tipis.
- #4. Everyone make a paper wigwam, using construction paper. Here are the steps:
 - (a) Cut four strips of paper one (1) cm. wide by fifteen (15) cm. long. Cut one strip of construction paper one (1) cm. wide by twenty-five (25) cm. long.
 - (b) Cross the four 15 cm. strips in the middle and glue. Take the long strip and fasten it to the ends of your four 15 cm. strips.
 - (c) Cover your structure with paper remembering to leave an opening for the door.



- #5. Bring in a cradle board and a pair of moccasins (pictures will do) and show them to the children. Contact your nearest Native community or Friendship Centre and invite a person to come into your class to show the children how to make moccasins.
- #6. Have each child do a research project on one woodland animal. They must write information on the following:

WOODLAND ANIMAL - (name)

 - (a) size - length and weight
 - (b) colour
 - (c) special features
 - (d) food
 - (e) home
 - (f) young - how many
- Do the parents look after the babies? For how long?
 - (g) extra information
 - (h) draw a picture

The beaver is the animal mentioned in the first chapter, start with him.

chapter two - Gone from the Camp

- #1. Take the children for a walk in the woods (environment of the Indian before contact with Europeans). Have them imagine that they are Indians of a long time ago, living in the woods. Ask them to tell you how they would live. Talk about getting food and clothes, making homes and travelling. Try to find animal tracks. Have the children illustrate and write a brief story about their visit to the forest.

#2. Bring in a pair of snowshoes (a picture will do) and have a discussion about the snowshoe (why and how they work). Discuss different methods of transportation used by the Indians and the advantages and disadvantages of each. Your discussion should cover the following: toboggan, canoe, snowshoe, tump line, cradle board. Compare the snowshoe to the feet of various animals, (rabbit, goose and duck). Draw a picture of a pair of snowshoes and write a story about them.

chapter three - Bad News

#1. The Indian people did not work all the time. They loved to play and to socialize. During bad weather, early Native families had many activities to pass the time. Blind mans bluff, snow snake, lacrosse, jackstraws, ring and pin, windigo, tops and cherry stones were all games given to us by the Native people.

CHERRY STONES

- (a) For this game you will need six cherry or plum stones with one side painted black, and the other side white.
- (b) Decide how many points will make a game. Take turns with your friends to see who can reach game score first. Put the stones in a bowl or box and shake them around. Set the bowl down. If all the stones show the same colour, give yourself five points. If five out of six show the same colour, give yourself one point. No points are given for less than five of a colour.

Have the children play windigo or blind mans bluff or other Native games (see notes on Spring, chapter seven). Discuss the games children play today. Are they similar to the games Indian children played long ago? Why do people play games?

#2. Give the children a silhouette outling of Wabun and help them make up rhyiming couplets.

#3. Sing the snow song together. Make up movement to go along with the song. Try to learn other Indian songs.

chapter four - The Search

#1. Prior to reading the chapter, discuss the title, The Search.

#2. Show the children what rabbit tracks look like in the snow. Which are the hind feet and which the front? Draw the tracks of animals (moose, squirrel, marten, beaver, and various birds).

#3. Discuss why there were no schools in Wabun's time. Who taught the children? Why? Write a story about what you would have learned from your Indian father or mother. Write a story about what you are learning from your own father and mother.

#4. Do a project on the rabbit, filling in the information as you did for #6,ch.1.

chapter five - The Time Has Come

#1. Investigate and discuss traditional Indian foods. What type of food would they have prepared in each season? What utensils would they have used? Have the children make their own clay pottery. Have the children cook Indian recipes.

INDIAN PUDDING

Peel and cut 1 squash.

Peel and cut 3 to 5 apples.

Sweeten with 1 cup of maple syrup until soft.

Cook until tender.

#2. The Cree people had many celebrations during which they danced. They used drums and rattles to make their music. Have the children make their own drums and rattles.

DRUM (basic)

Tape the lid down on an empty round carton. Paint the carton a solid colour.

When the paint is dry, add Indian designs. To make the drum stick you find two straight sticks and put cotton around one end of each stick. Wrap a circle of cloth over the cotton then use a rubber band to hold it in place.

RATTLE (basic)

Put some pebbles or dried beans in a carton and tape the lid down. Use a straight stick as a handle. Make a small hole in the middle of one end or one side of the carton. Slide the stick into the hole. Put glue around the stick where it goes into the hole, this will keep it in place. Paint the rattle a solid colour. When the paint is dry, add Indian designs.

Discuss the importance of music in the lives of the Indian people. Using a poem (eg. Lullaby of the Iroquois - Pauline Johnson), create a tune for accompaniment and sing the words.

chapter six - The Big Day

1. Have the children illustrate the adventure of the hunters (pg.35).
2. There were no guns in this country when Wabun went out hunting with his father and big brother. They used bows and arrows or spears for hunting big game. Have the children make or draw a bow. To make it you will need a piece of green wood the length you want the bow to be. Green wood will bend easily without breaking. With a nail file or an emery board, file a groove all around the stick about 2 cm. from each end. Tie a piece of string around the groove on one end then wrap the string around the groove on the other end. Pull the string until the stick is bent into a bow shape. Knot the string tightly.
3. Discuss simple food chains within the experience of the children.
 - (a) worm, sparrow, hawk.
 - (b) mosquito, frog, snake.
 - (c) plants, moose, man/wolf.
 - (d) plants, rabbit, fox, lynx, man.
4. Have the children make a mural or picture to illustrate what happened to Wabun's family after the story ended.
 - (a) breaking camp
 - (b) moving to the new hunting ground
 - (c) setting up the new camp
 - (d) Wabun's first moose
 - (e) the celebration
5. Discuss with the children how the Indian culture was different from their own. You can relate this to the cultural background of the children within your class. Discuss how this cultural background (food, costume, music, hobbies, recreation, employment, homes etc.) is similar to or different from their own. This could lead to brief reports by individual children on their own cultural background.

SPRING

SUGGESTIONS FOR THE TEACHER

chapter one : Strange Sounds

#1. Wabun and his family were Cree Indians. They lived in the James Bay area. Have the children find Canada on the globe, on a wall map, and in an atlas. Discuss what they know about Canada. Bring out the following points:

- (a) Canada is a very large country.
- (b) Many nationalities of people live in Canada.
- (c) Their cultures and ways of life all blend to make up Canada.
- (d) Indian People were the first Canadians.
- (e) There are different Indian people living in Canada. Have the children make a map showing where the different Indian people lived.



The map shows the different culture areas where the Indians and Inuit lived.

Before the white man came, there were 7 different culture areas:

- (1) The Hunters of the Woodlands: In this area, the Indians lived by fishing and hunting. They moved around all the time, because the animals, fish and plants were found at different places during different times of the year. They lived in wigwams.

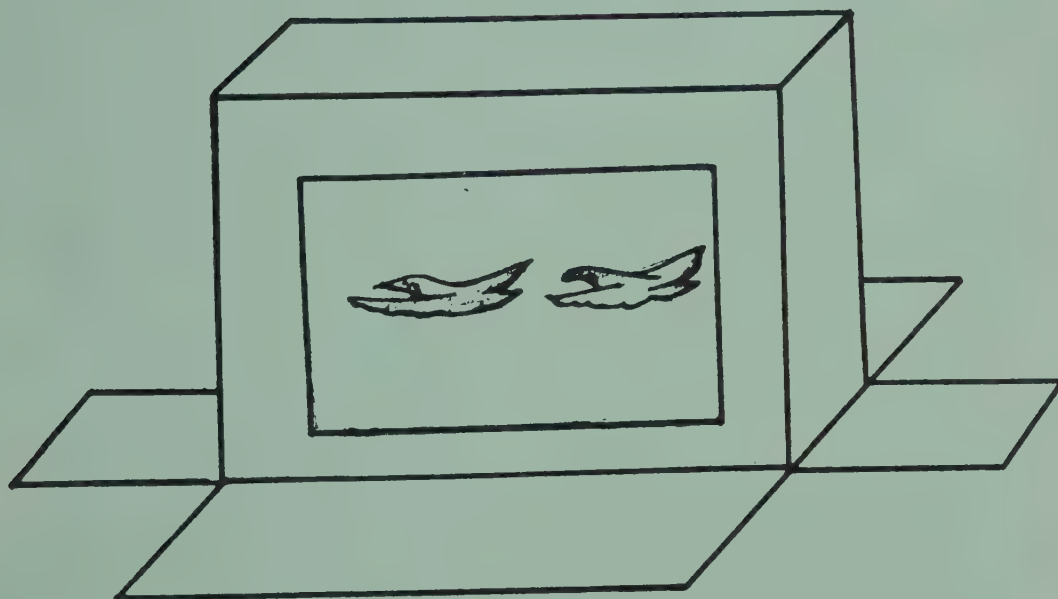
- 2) The Farmers of the Woodlands: The Indians in this area were farmers. They cleared the forests and grew corn, beans, squash, and tobacco. They did not move with the animals. They lived in longhouses.
 - 3) The Plains: The Indians of this area lived on the rolling grassland. They hunted buffalo and were always on the move. They lived in tipis.
 - 4) The Pacific Coast: These people lived west of the mountains, at the mouths of rivers and on islands off the shore. They fished for salmon, collected shellfish, and hunted sea mammals in the ocean. They lived in large houses built of cedar.
 - 5) The Mountains: In this area of mountain valleys and rivers, the people lived by fishing for salmon and hunting mountain goats, sheep, and caribou.
 - 6) The Far North: The Indians in this area lived in the forests right at the edge of the treeline. They fished, gathered roots and berries, and hunted moose, caribou, and hare.
 - 7) The Arctic: This is where the Inuit live. We used to call these people Eskimo. They usually lived along the sea coast and hunted sea mammals such as seals, whales, and walruses. They lived in igloos.
2. Have a discussion with the children about migration and birds. What birds do you see in your community ? Which ones are returning from far away ? Where do they come from ? Where are they going to ?
 3. Discuss with the children the first signs of spring. Have everybody in the class draw a picture of something they only see in the spring. The Cree word for spring is 'seegwan'. What new sounds do we hear in the spring ?
 4. The fire made shadows on the wall of the wigwam. Make shadows on the wall with a flashlight as the light source. How many different shapes can you make ?
 5. List with the children as many place names as possible, having Indian origins. ie. Toronto, Saskatchewan, Manitoba, Temagami, Ottawa, Canada, Quebec, etc.
 6. How to make a shadow theatre. You can have fun with shadows. Follow the instructions and build your own theatre:
 - (a) Find a large cardboard box and turn it upside down.
 - (b) On the front, cut a large square screen like in a T.V.
 - (c) On the inside of this screen, stretch a piece of tracing paper or white fabric (old sheet) and glue it in place.
 - (d) In the back, cut an opening large enough to admit the light from the lamp.
 - (e) Support the shadow box between two tables so that the children can move their cut outs from below .
 - (f) Move the light so that it fills the screen.
 - (g) Have the children make cutouts of the characters or objects you want. Attach them to sticks and cast their shadows on the screen. The children will sit under the table and manipulate the cutouts from below the box.
 - (h) Make sounds for the action on the shadow screen.

A few suggestions to help.....

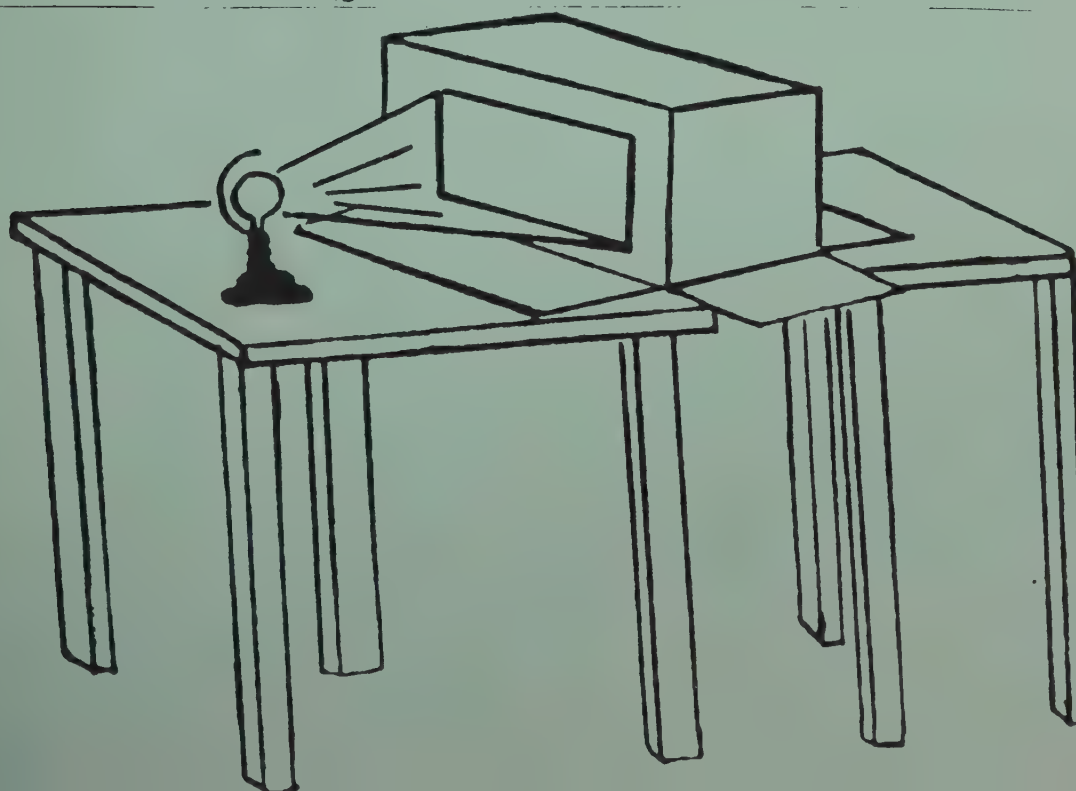
Make cutouts of the geese with a rod for control (so they can fly). Along with the geese, make cloud cutouts which can float by as the geese fly. What was Wabun dreaming about? What kind of animal shapes would Seegwan have seen had he looked out of his wigwam while Wabun slept ? Make a bear cutout to walk around the wigwam.

FRONT

WHAT THE AUDIENCE SEES

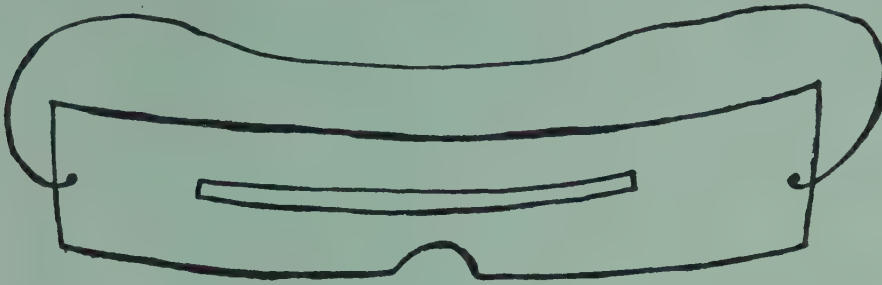


BEHIND THE SCENE



chapter two: Trapped

1. Snowglasses were used by Indian people to protect their eyes from the bright light that was reflected off the snow. Have the children make their own snowglasses.
 - (a) Use construction board and cut a strip 5 cm. by 15 cm.
 - (b) Make a cut in the middle for the bridge of the nose.
 - (c) Cut a slit across the middle.
 - (d) Tie string to each end so that it will fit on the head.



2. The toboggan made the sound 'scrunch', as it was pulled across the ice. Have the children find words that rhyme with 'scrunch' (eg. lunch, punch, bunch)

chapter three: Rescued

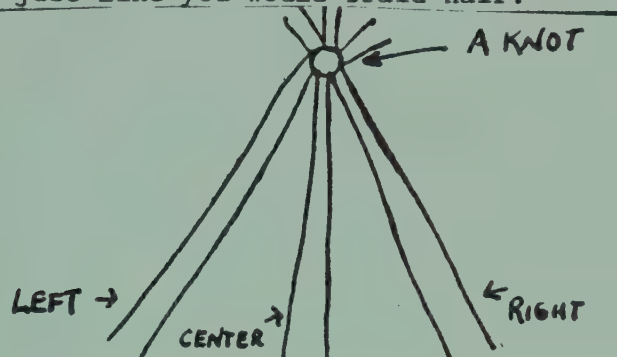
1. Prior to reading the chapter, discuss the title 'Rescued'.
2. Wabun's father used a rope to help rescue Wabun and uncle. A long time ago Indians made rope out of hide or roots. Follow the instructions and make a rope with the children:
 - (a) Take three pieces of cloth approximately 30 cm. by 25 cm., and cut the corners off.



- (b) Using a sharp pair of scissors cut a continuous line about 2cm. wide.



- (c) Now you will have three (3) long pieces of cloth. Tie a knot at one end. With one person holding the knotted end, have a second person braid the three pieces, just like you would braid hair.



Directions for braiding:

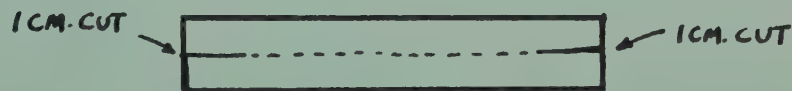
- Put the right piece over the centre piece (now it's the new centre)
- Put the left piece over the centre (now it becomes the new centre)
- Continue until the entire length is done
- Tie a knot
- Now you have a rope

- #3. The woodland Indians used a toboggan for winter transportation. This is how you can make a toboggan.

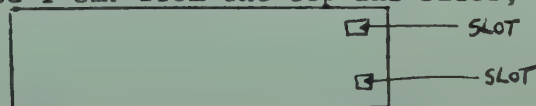
- (a) Cut one piece of paper 9 cm. by 21 cm.
Cut two strips of paper, 2 cm. by 9 cm., each.



- (b) Fold the strips in half. When that is done, cut each end down the middle for approx. 1 cm.



- (c) Carefully cut two slots with a pair of scissors in the big piece of paper. The slots should be 1 cm. from the top and sides, and 1 cm in length.



- (d) Insert each strip into a slot and glue. When the glue dries, stretch the strip until the front of the toboggan bows. Glue the end to the floor of the toboggan.



#4. Dramatization of the rescue:

- (a) divide the class into groups of 4 or 5.
- (b) each group will work in an area of the classroom-mark off that area.
- (c) ask each group to make up a rescue story (either the one in the chapter or an imaginary one).
- (d) when they have their story, ask them to figure out the beginning and the end of the skit and have them make a frozen picture of those moments.
- (e) now they know what the start and the end look like-have them dramatize the action in between. Let them use pantomime to tell the story-words can come later.
- (f) let each group show their work to the rest of the class. They can present the skits in their own areas.
- (g) look always for something good in what they have done and tell them .

chapter four - Hard Work

#1. Which memory do you think Wabun will turn into a good story to tell his friend? Draw a picture to show us.

#2. The third verse of the song takes place in a clearing. What else do you see in a clearing? Have the children add verses to the song.

(example) Out in the clearing we see, we see
 A rabbit running by,
 And very soon we know we'll be
 At home so warm and dry.

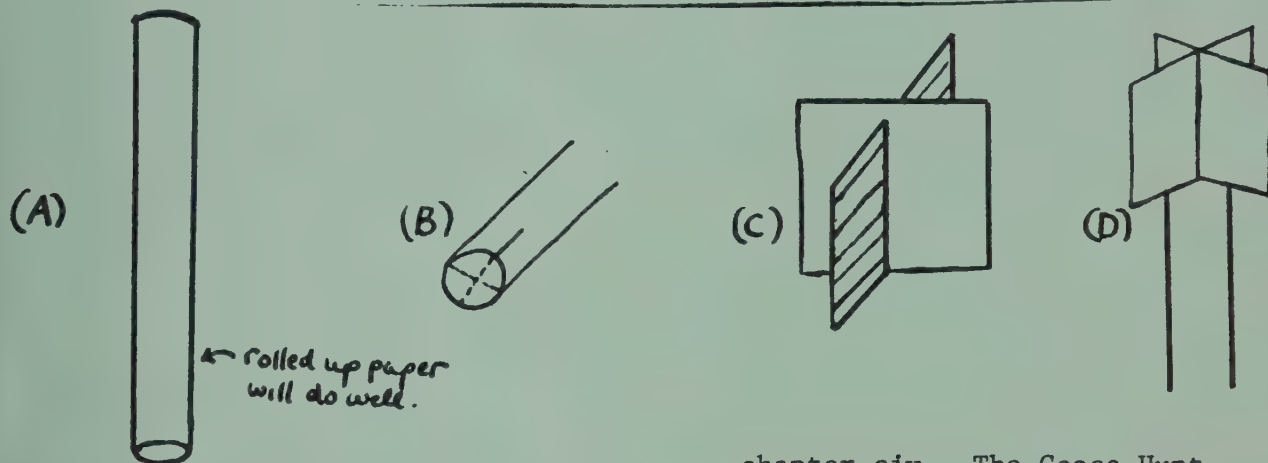
#3. Wabun finds that pushing the toboggan is hard work. Have a discussion with the class about things that they find hard to do. What makes these things so hard to do?

chapter five - Spring Camp

#1. Have a discussion about camping. What things do you bring with you when you go camping? What did Wabun's family bring with them on their trip?

#2. Have the class make a model of the spring camp. You can include wigwams, trees, people, toboggans, firewood, a lake or river. Use your imagination to figure out ways to capture these things three dimensionally.

- #3. A long time ago, Indians used to use bows and arrows for hunting. They knew how to make an arrow fly straight through the air. They put feathers at the end of the arrow to keep it flying in a straight line. Today, we build 'tail fins' on airplanes to help the planes fly in a straight line. Find out how to throw a drinking straw so that it will fly through the air in a straight line.
- First you throw a straw across the room. You will see that it will fall to the ground almost immediately.
 - Take the straw and put two cross slits in one end.
 - Put two strips of paper into the slits.
 - Now try throwing the straw across the room. You better duck because with the tail fins the straw will fly far and in a straight line.



chapter six - The Goose Hunt

- The hunters hid in a blind. Ask the children if they know what that is. Some blinds are made of snow and others are made of willows. Why do people use blinds? Can you think of other times a person would use a blind? Nature photographers use them.
- In Wabun's time, the Indian people made their own decoys. They were made from mud or tamarck branches. Make a plastecine decoy and add it to your model:
 - give each child a ball of plastecine
 - shape the body of a goose, out of the plastecine
 - cut out a neck and head from construction paper, and attach it to the body of the goose
- Do a project on the goose. Try making a mobile of geese flying. Here is one way of doing it.
 - Fold a piece of paper (letter size) in half and draw your goose. Cut it out with scissors.



- (b) Fold another piece of paper in half and draw your wings. Cut them out.



- (c) Take the cutout body of the goose and fold it in half. Cut a line where the wings will fit.



- (d) Draw on the distinctive goose markings on both sides of your model.
- (e) Assemble your goose by putting the wing section through the slot provided.
- (f) Glue the head together and glue the rear tail together. This provides strength for your mobile.



- (g) Make as many as you want.
- (h) Create a large cloud from which the geese can hang. String up your birds.



chapter seven - The Trick

- #1. Have a discussion about scary things like ghosts and goblins. What makes them scary? The Windigo is a frightening thing to Indian People. Here is a little information about Windigo:

In Indian legends, the Windigo were a tribe of cannibals who lived on an island in Hudson Bay. Like many legendary beings, the Windigo travelled as fast as the wind. They were always hungry and therefore always ready to pounce on a lone hunter or child and eat him up. Hunters hearing strange noises in the forest were sure the Windigo were about and ran for shelter. At times, the Windigo did foolish things, and the Indian people, safe in their wigwams on winter evenings, liked to tell stories about the Windigo's pranks to make people laugh.

- #2. Indian boys and girls play a game called Windigo. Here are the rules:
- (a) Choose a person to play Windigo. Do it by lot. One person holds up a bundle of sticks and the boy or girl who touches the longest stick will become the Windigo.
 - (b) The Windigo hides (if you play outside, have him hide behind a bush.)
 - (c) The rest of the players (6-8) form a line and hold on to each other's belts or waists, tightly.
 - (d) The line marches in single file past the hiding place.
 - (e) The Windigo jumps out and grabs the person at the head of the line. They wrestle together, while the rest of the line tries to hold on.
 - (f) The trick is to hold on tightly, no matter how much he turns or twists. Once you let go, the Windigo will catch you and that's the end of the game.
- #3. When Miken played the trick on Wabun, he did it by disguising himself. Have a discussion with the children about disguises. Bring in some Hallowe'en masks or funny hats and play with disguises.

chapter eight - The Celebration

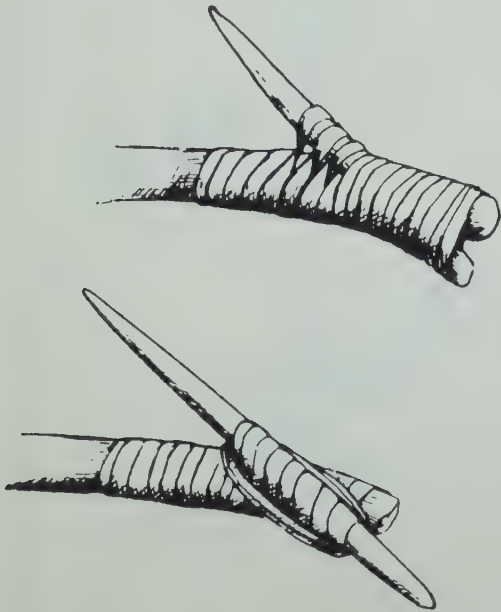
- #1. In the goose ceremony, the people showed their respect for the animal. They also honoured Seegwan who proved his skill as a hunter. Make up a list of different occasions when we honour a person or a thing. Your list could include: - birthdays, Victoria Day, Canada Day, graduation, wedding anniversaries, Remembrance Day
- #2. Discuss the goose and the things it gives to the Indian people. Emphasize food and warmth. (feathers/down for pillows, mattresses, and blankets)

SUGGESTIONS FOR THE TEACHER

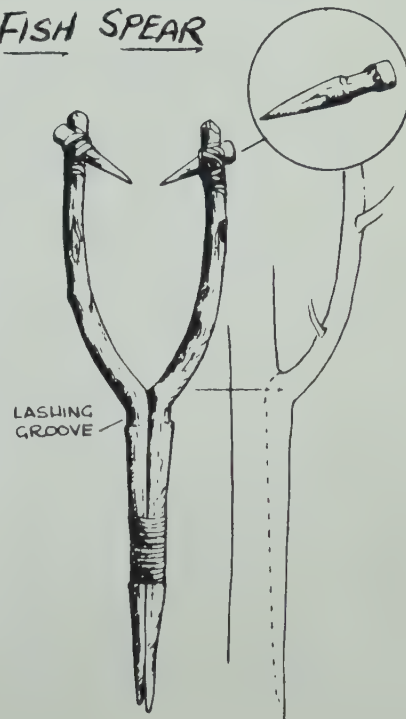
chapter one : A Special Day

- #1. Prior to reading the chapter, discuss the title, A Special Day. What is a special day? How many special days can you think of? Make a list.
- #2. Discuss the first signs of summer with the children. Have them draw a picture of something they would only see in the summer. What activities do people do in the summer that they can't do other times of the year?
- #3. Discuss the different methods of transportation used by Wabun's family. In this book you will find people travelling in canoes. The canoe was used to transport goods and people. The canoe floats on the water. What other things float? Give the children many articles (a nail, a stone, a little stick, a piece of paper, a coin etc.) and have them make a list of those things that float and those that don't. Make a raft from sticks and a canoe from clay or plastecine.
- #4. There were four types of fishing practiced by the Indian people in Wabun's time. Still Fishing -this method used hooks made from a bone or wood and attached to a line. Netting -this technique used nets to trap the fish. Trapping -a channel was built in a river using poles. A small opening was left in the middle through which the fish swam. They were trapped in a large box which prevented their escape. Spearing -a wooden spear was constructed with two legs. At the end of each leg a hook was carved to prevent the fish from escaping.
- Have the children make a hook out of plastecine. Invite an elder to demonstrate the making of a fish net. Order the video-tape "Traditional Ice Fishing" from the Ojibway and Cree Cultural Centre, 71 3rd Avenue, Timmins, Ontario (phone: 705-267-7911). Have the children carve a spear out of plastecine.

FISH HOOK



FISH SPEAR



PRONGS CUT FROM
NATURAL TREE BRANCH.
BARBS ALSO OF WOOD.
70cm 12.X

chapter two : Time to Leave

#1. The Cree Indians used birch bark canoes to travel in the summer, spring and fall. They bent wood and shaped bark to make a canoe. These vessels were light and hollow. They could be paddled in rivers and lakes. Today we still make things by shaping them so that they can travel on the water (row boats, ships). Huge ships have many hollow spaces to keep them afloat. Try this experiment with your children. Have them put a piece of paper on some water in a basin. Place a few coins on the paper. You will see that the paper sinks as soon as the coins fall on it. Fold another piece of paper into the shape of a box. Place the box with some coins in it on the water in the basin. You will see that the box shaped paper will carry the coins.

#2. The Indian people respect their elders. What is an elder? Have a discussion about old people. What can we learn from them? What makes them special?

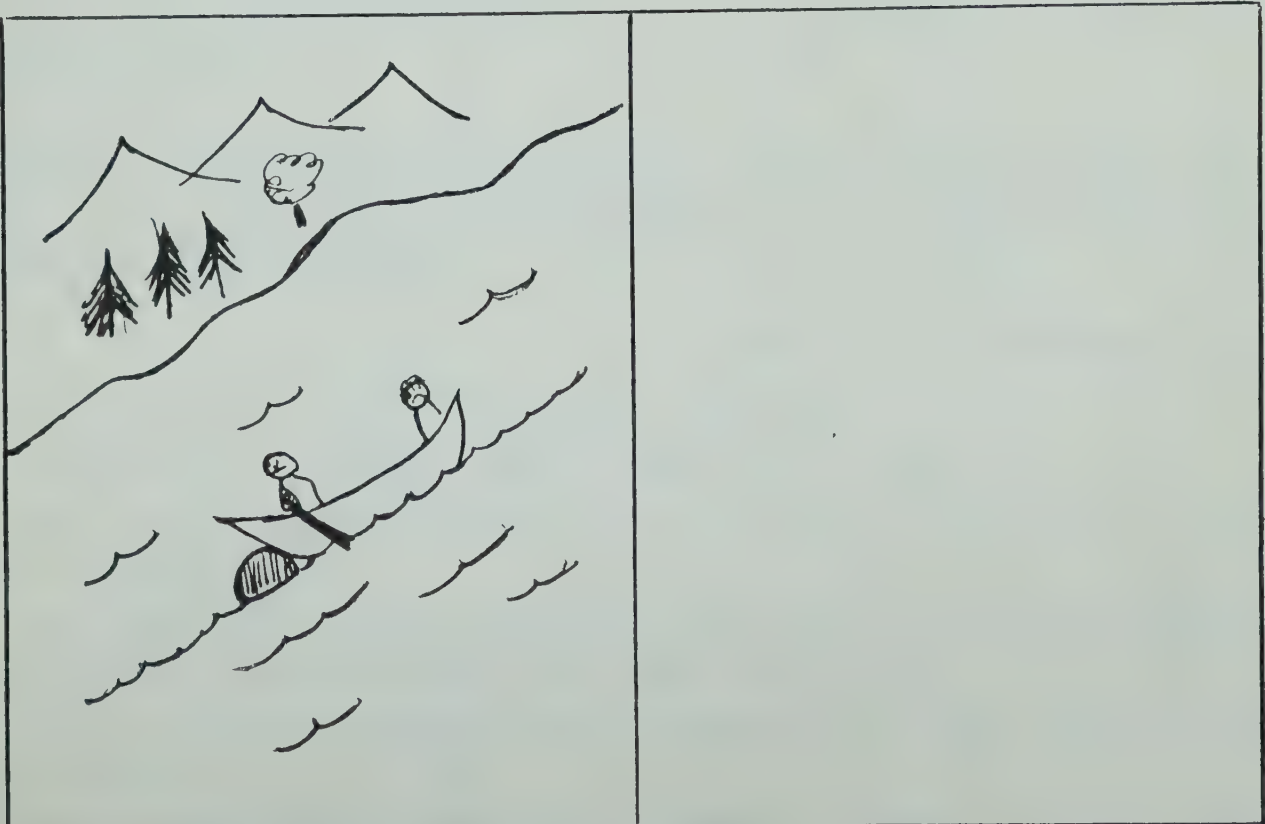
chapter three : The Black Fly

#1. Have the children draw a picture of a black fly. Make a black fly mobile.

#2. Sing the black fly song with the children. Make up movements to accompany the song.

chapter four : The Rapids

#1. Have the children illustrate the other part of the picture. Their drawing will answer the question: What happened to Wabun and Mike-en after their canoe hit the rock?



Then Mike-en and Wabun _____.

chapter five : The Search

- #1. Organize a scavenger hunt with your class.
- #2. Discuss how Wabun survived the accident. Have the children illustrate the answer (Wabun was trapped in an air pocket under the canoe).
- #3. An air pocket saved Wabun. You can demonstrate this principle by filling a large container with water and placing a see through bowl on the water. Notice that the water does not fill the bowl.

chapter six : The Lesson

- #1. Sitting around the fire Wabun and Mike-en told their families the story of their adventure. Organize a story telling circle with your students. Here is one way to do it.
 - (a) form groups of 6 to 8 children.
 - (b) have each group sit on the floor in a circle.
 - (c) choose one person from each group to start.
 - (d) on a signal from the teacher (a drum beat is good) the first person starts to tell a story. Let the starter person continue until the teacher hits the drum. At that time the story teller stops talking and the second person continues by picking up the story and adding to it.
 - (e) this structure continues until the developed story comes back to the first person (starter) who finds an ending for it.When the children get used to the story-telling circle you can let the story go around the group 2 or 3 times. You may also vary the length of time a child has to tell his part of the story. Some children might be given 40 seconds to speak while others (shy ones) only 15 seconds.

Please note that this is an exercise in listening. Your students will learn that they must listen very carefully to the story as it goes around the circle. This is the only way they can make a useful contribution to the story when it is their turn to speak.
- #2. Have the children role play chapter six. You can choose children to play parts. You may want to start at the episode of Wabun and Mike-en being asked to tell their story. Use lines from the chapter, but also feel free to make up your own. Your scene can include the black fly song and possibly conclude with the fathers giving the lesson.

chapter seven : Trouble in the Forest

- #1. Discuss how the forest fire started. (lightning)
- #2. Find out all the different ways a forest fire can start.
- #3. What effect does a forest fire have on animals? (It destroys their homes, food, and lives).
- #4. What effect does a forest fire have on plant life? (It destroys all plant life especially trees which take a very long time to grow).
- #5. Invite a Ministry of Natural Resources person to talk about forest fires, and fire prevention.
- #6. Take a field trip with your class to a Ministry of Natural Resources Station.
- #7. Wabun and Mike-en went into the woods to collect sap (pitch) to repair their canoe. What is sap? Go outdoors with your class and find some sap. Collect it and using a burner, melt it down and talk about its possible uses.

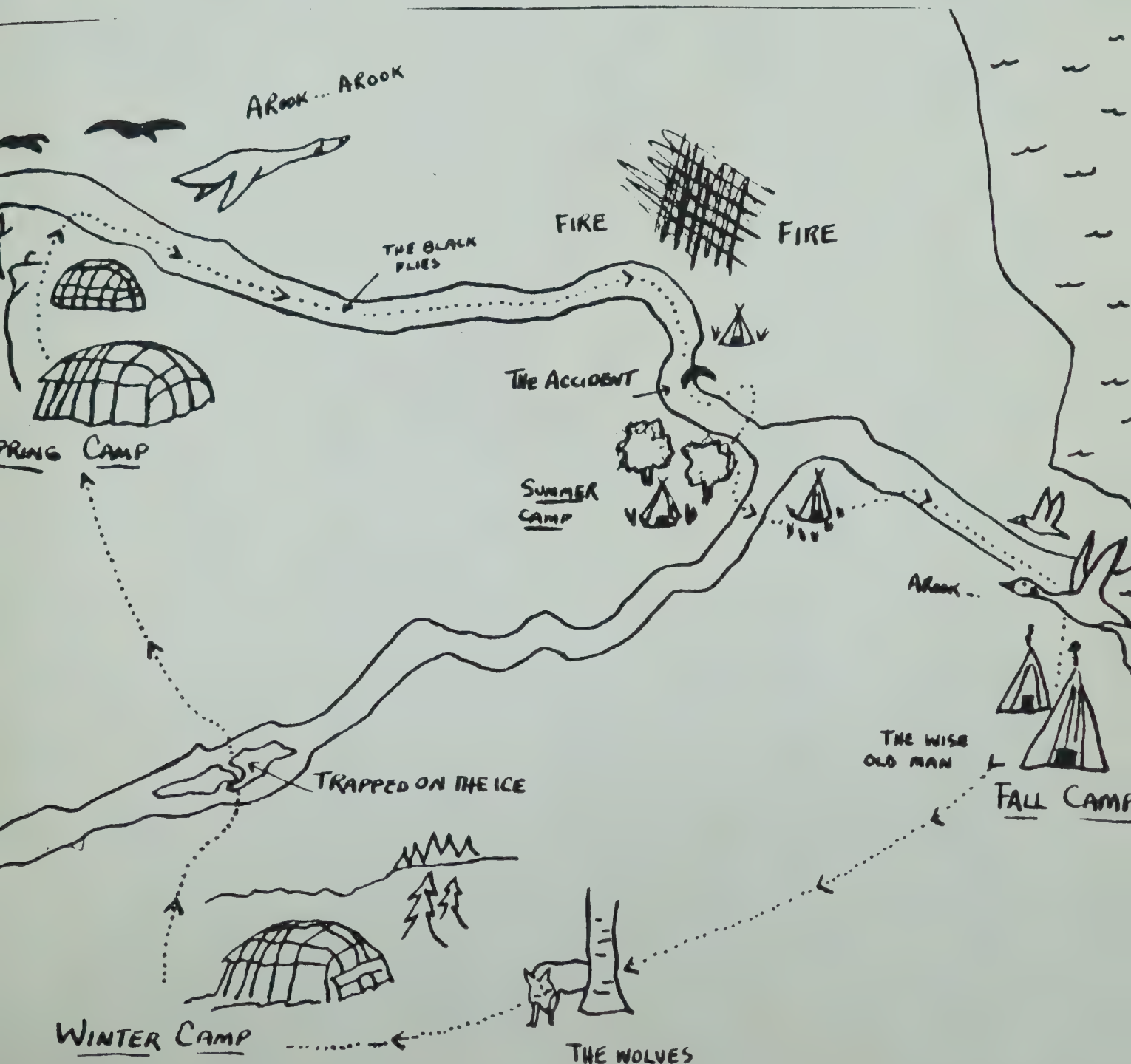
chapter eight : The Escape

#1. Show the film "Cesar's Birch Bark Canoe". It shows the construction of a canoe in the traditional way (N.F.B., 1971 - colour, 57:52 min.). This film is available from the Ojibway and Cree Cultural Centre on 3/4" video cassette. Show it in three parts over a period of three days.

chapter nine : A Summer Song

#1. Do a choral reading of the summer song with your students. Divide the class into two groups (A and B). Have group A choral read verses 1 and 3, and group B choral read verses 2 and 4.

#2. Do a mural with your students showing the adventures of Wabun through the four seasons. It can look something like the map which appears below.



FALL

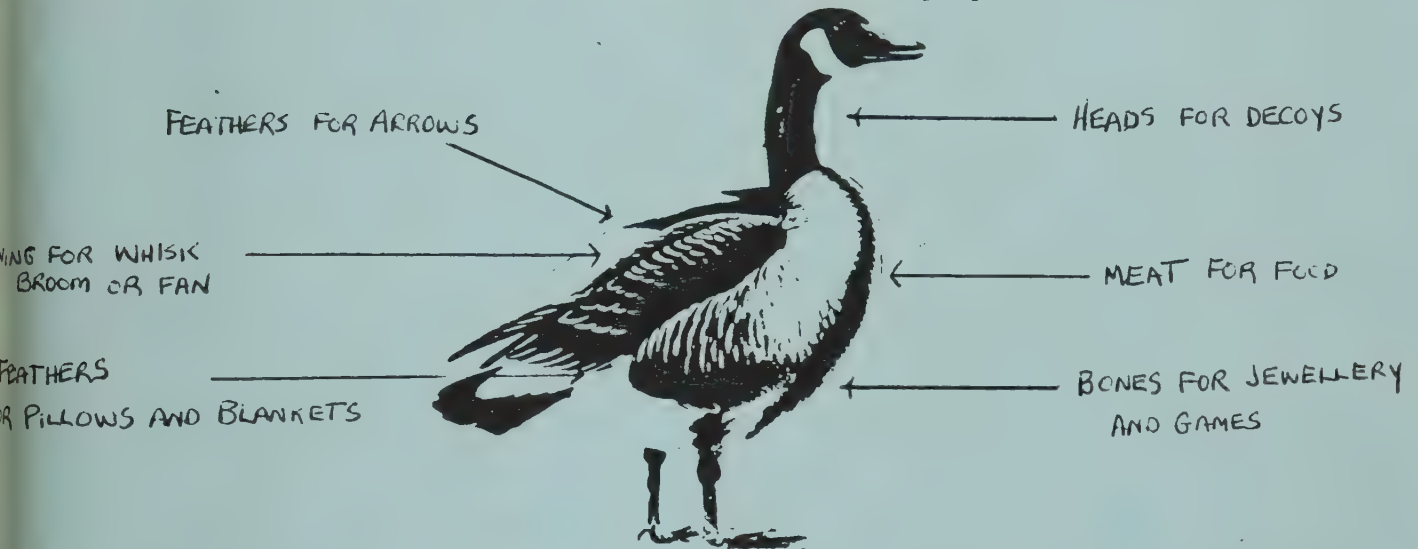
SUGGESTIONS FOR THE TEACHER

chapter one - Fall Goose Hunt

1. a) Make a picture of fall. Gather colourful leaves and use them for your border.
b) Make a goose blind out of twigs and leaves. Put pipe cleaner people inside the blind.
2. Have a discussion with the children about geese. Where are they going and why?
3. Winter is a difficult season for animals and birds. What do they do in the fall to prepare for winter? Make a list of many different animals and birds, and say what they do in the fall.

chapter two - The Fish

1. Make a chart to illustrate what the goose offers the people.



2. Animals collected food to prepare for winter. The people did the same. They also dried food to make it last longer. This was done by hanging meat and fish over their fires.

We still dry some fruits and vegetables in order to keep them from spoiling. We dry grapes in the hot sun to get raisins, and plums to get prunes.

Place a few grapes and plums and a few raisins and prunes in a dish. Leave them uncovered for a few days. At the end of that time, examine both the already dried fruit and the drying fruit. You will see that the raisins and the prunes have not spoiled because they had been dried before they were bought and the grapes and plums are beginning to look more and more like raisins and prunes.

chapter three - The Wise Old Man

1. Gishayno, the wise old man, was a medicine man. He knew about traditional remedies that used herbs and plants to cure illness. Plants were used as food by the Indian people, but they did not limit their use only to this. Medicines were also made from wild plants.

The Indians' ancient science of medicine consisted of ascertaining the cause of the illness and then treating it with their medicines. Often, an illness was believed to have been brought on by the victim's failure to please a certain powerful spirit.

To the Indian People, their doctors were their medicine men, and their drug stores were the forests and lakes. Here are a few traditional remedies.

- (a) The twigs and leaves of the witch hazel plant were steeped to make a soothing lotion for insect bites, cuts, and bruises.
- (b) For severe coughs, a tea was made from the bark of the white oak. This liquid was also used as a gargle for sore throats and as an antiseptic.
- (c) Applications of castoreum, the oil from the glands of the beaver, was used to heal cuts and wounds.
- (d) To seal wounds in order to stop bleeding and prevent infection, spruce or pine sap was used. The resin was boiled or beaten, and once it was sufficiently cooled, it was smeared over the wound. This plaster was left on until it fell off by itself.

Many of these remedies are still used today. Invite an elder knowledgeable in this area to demonstrate the uses of roots and plants to your class.

2. All the people made gifts to give to the wise old man. Gifts show respect. Make a list of times when we give gifts.

chapter four - The Gift

1. Recreate the visit of the wise old man. Perhaps you can invite an elder to talk to your class (give the elder a specific idea on what to talk about). Make a gift for the elder from the whole class. Sing him/her the fish song.

2. Namais is the Cree word for fish and poisson is the French. How many words for fish can you come up with. Make a list of things that live in the water. Draw pictures to show what they look like.

chapter five - Search For The Fish

. Draw a picture that shows what Gishayno did up river, to get the fish to come back.

. Gishayno told a story to the young people. Here is a story that is very old, and could have been told by Gishayno.

WESAKAJAK AND THE GEESE

A long, long time ago Wesakajak was walking in the woods. It was Fall, and he could see colourful leaves on the branches and feel the chilly air.

Wesakajak was looking for something to do when he spied a large number of geese preparing for their flight to the south.

"Oh how I would love to fly south with the geese," he said to himself.

"Gishayno, old goose", he said to their leader, "please let me come with you."

"No," said the old goose, "you will just cause trouble."

"Oh please, please let me", pleaded Wesakajak. I'll do anything you tell me to."

Wesakajak made quite a fuss until finally the old goose said "Yes you may come Wesakajak, but first we must change you into one of us."

It did not take long to make Wesakajak into a goose. Wesakajak couldn't believe his eyes. Now he had wings and feathers and a beautiful long neck.

"Come here," shouted the old goose to Wesakajak. Wesakajak waddled over to where the old goose stood.

"You are now a beautiful goose, but you must remember one thing: when you are flying, you must not look down. No matter what happens, do not look down. If you do, you will be changed back into your human form."

"I promise to obey." said Wesakajak.

All the birds, including Wesakajak, flew up into the sky to start their long journey south.

Wesakajak was very proud to be flying with the geese. "I can fly, I can fly," he shouted. After flying for a long time, Wesakajak heard sounds coming from the earth far, far below. They were sounds of people talking.

"Look at the geese," they said, "They are flying South." The people were very excited.

"Oh how I would love to take a peek," thought Wesakajak.

"One little look couldn't hurt," he thought. "Nobody will notice."

So Wesakajak decided to lower his long neck and take a peek out of one eye. As soon as he did, he was changed back into his human form.

Humans do not know how to fly and Wesakajak was quite surprised when he started to fall. Down, Down he fell...faster and faster.

"Why didn't I listen," he cried, all the way and with a big thud, he hit the earth.

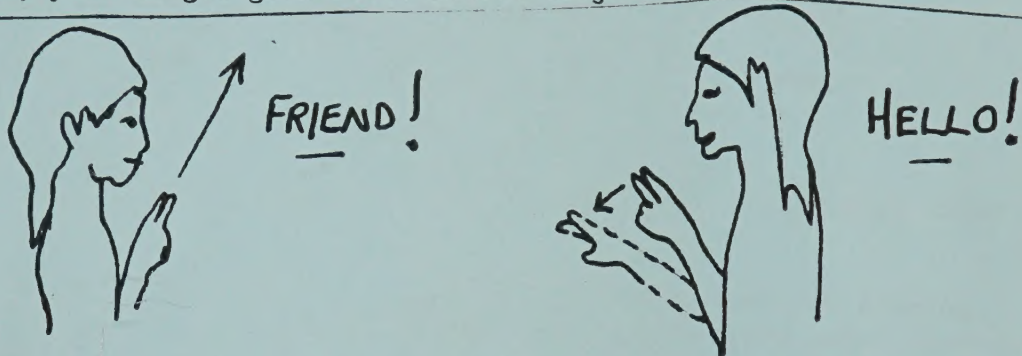
chapter six - Five Days Later

Wabun's father used sign language to signal the boys. What is sign language? We use sign language every day. Have a discussion with your class about signs, and compile a list of different gestures used to communicate things:

- finger to lips for silence
- drivers hand signals for turning and stopping
- shaking head for 'yes' and 'no'
- the sign for 'come here'
- waving to say 'hello' or 'good bye'

The Indian people used sign language to understand people from other areas who spoke different languages. Sign language was universal and could be understood by everyone.

Here are the hand signals for two thoughts; there are many more, of course, and if your class is interested, you can get good books on the subject.

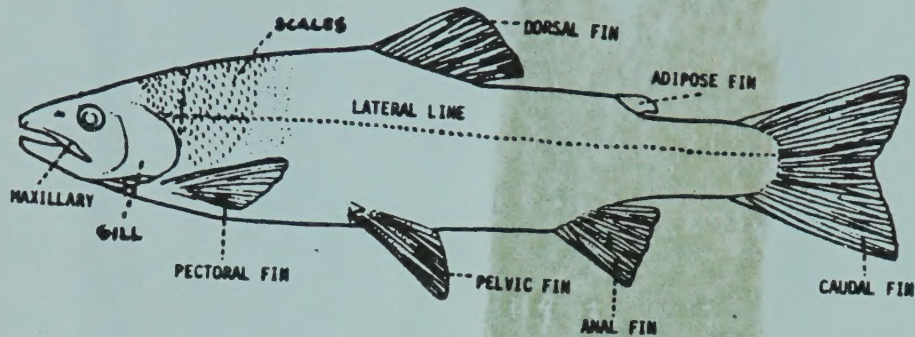


Why did Wabun's father return alone? Did he have a message from Gishayno? Was there trouble? Discuss this question with the class.

It was the custom in the traditional Cree culture for the medicine man to use a 'shaking tent'. Inside this tent, he made contact with the spiritual world and solved many problems. Gishayno was old and needed help to build his shaking tent. When it was constructed, Wabun's father was free to leave.


chapter seven - Morning Surprise

1. The fish is important to the people. Have your students draw a picture of a fish, identifying its various parts.



2. Find profiles of various types of fish and trace them. Put their names under their pictures.
3. Choose an area of the classroom and transform it into an underwater kingdom. You can create the environment by making a few fish mobiles, hanging paper seaweed, sticking to greens and blues and using a fish net.
Put on plays about fish inside this setting. Pick out a child to play the king of the fish and another to play the queen. Make costumes and act out a simple story about the fish (a coronation of the king fish). When you act out your stories remember to hold onto the way a fish moves.
4. What would Wabun's family take with them to their winter camp? Draw pictures of these things.





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